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PROF. BOULAY RESIGNS FROM INT'L PROGRAM

Professor Ernest A. Boulay, who founded and brought world renown to the famed International Student Program at St. Michael's College, will step down as its director June 30.

Boulay, a victim of multiple sclerosis, is resigning for reasons of health.

He will continue to be available to St. Michael's as a special consultant to the program after his resignation.

The over-all conduct of the program is under the supervision of Dr. Edward F. Murphy, Chairman of the department of English.

Since its inception 14 years ago, Boulay has seen some 5,000 students from 102 countries complete the basic program which provides training in English for foreign students.

The basic 16-week program, which is offered twice during the academic year and for eight weeks during the Summer Session, is one of six I.S.P. courses.

On the graduate level under Dr. Murphy, English FS 102, a 16-week course in freshman college English, is offered. There is a teacher training program in the Teaching of English as a Second Language (TESL), a Summer Institute in the Teaching of English as a Second Language, a Master of Arts program in Teaching English as a Second Language, and this summer, an NDEA Institute for teachers of French-speaking children.

Many of the foreign students who have completed the program have gone on to American colleges and universities. Others have returned to their countries to teach English and a number have entered diplomatic and government service.

Some 250 students are expected to enroll for the eight-week Summer Session this year.

Boulay, who holds degrees from the University of New Hampshire, joined the faculty of St. Michael's College in 1954 after three years as Dean of Studies at Windham College in Putney. Before that, he taught at the University of New Hampshire.

He began the program with five students in the class. Under his direction, the program became a full-fledged department of the college in 1957.

Constitution Wins

by Thomas Foley

The new St. Michael's Student Association Constitution and Bill of Rights was overwhelmingly adopted last Thursday, ushering in a new era of student government.

Votes were cast by 534 students on each question, one on the Constitution and the other on the Bill of Rights.

The Constitution vote lagged slightly behind that of the Bill of Rights vote, with the Constitution winning approval of 93 percent (499) of those voting, and the Rights measure ninety five (505) percent.

The new constitution will now allow for a more equal representation of the students in the Student Senate. Members of the senate will include the officers of that body, elected this year by a campus-wide election, the ten House presidents, and the four Class presidents, along with special appointed members, to be chosen by the senate president.

S.A. Elections

The senate officers will be decided upon next Thursday. Offices to be voted for are president, vice-president, recording secretary, and corresponding secretary.

Also to be chosen at this time will be the presidents of the classes. Other class offices will not be voted for, and elections in the Houses will be in the fall.

John J. Bergeron, '70, will be in charge of the election processes on Thursday. He will be acting in the place of the Ad Hoc Committee of the old Student Forum.

As of this writing, three candidates for the office of president are announced. They are Douglas J. Knobelauch, Gerald W. McKenna, and Joseph J. Maher, Jr. All are juniors.

Knobelauch distinguished himself as President of the InterCollegiate Council last year and, this spring, was re-elected to that post.

McKenna has been a member of the Forum for the past three years, and is also a member of the Crown and Sword Society of St. Michael's.

Maher, also an "old" Forum member, chaired the social committee of the constitutional convention.

The new constitution will now go into effect.

The Bill of Rights and the By-laws of the Senate still have to be cleared by the Board of Trustees of the college, however.

Summer Session To Open

St. Michael's will again offer its summer session to all interested and capable applicants. Though most regular year students will be heading for the beaches at semester's end, a few Michaelmen, this year as in the past, will be returning for the annual Summer Session, as well as a large contingent of special and graduate students.

The co - educational summer session will offer four evening concerts as well as a chorus made up of faculty, students and townspeople.

The athletic side will be taken care of by a full intramural program and for the 18th consecutive season.

Players Incorporated will operate the St. Michael's Playhouse.

There will also be a French summer institute for teachers, graduate and undergraduate students and also the N.D.E.A. Institute for Teachers of English to Speakers of Other Languages.

Two workshops will also be offered for teachers in the fields of Mathematics and Music.

Furthermore, if ten or more students show an interest in a course not listed in the catalogue, it will more than likely be offered.

The Michaelman

VOL. 22 NO. 9 MAY 4, 1968

Top Awards To Leary, Duncan and Gervais

By Kevin O'Grady

The life of a culture is best exhibited in the work of art it produces. And what better way is there to view the life of students and their communication of aesthetic thought than by studying their artwork, now being shown on the second floor of Alliot Hall.

Undoubtedly, the changes-en-mass of our society over the past few years have influenced the thoughts and actions of today's students. Cy Sloane can be proud to say that his exhibit this year displays a wide range of creativity.

Paul Gervais' "Treetops and Spring" took the blue ribbon in the painting division with an excellent study in color contrast, while the more realistic "Winter Landscape" by Joayn Larson captured the second honors. For their entries, Robert Hidley and Tony Walholm received honorable mentions.

In the Drawing portion of the show, Robert Duncan took first prize, Tony Walholm the second and Andrew Martin won the third awarded ribbon. Tony Walholm also took the only Honorable Mention.

"Treetops In Spring" by G. Paul Gervais.

In the "Little Group Exhibit" we find traces of Classical artistry and our judges seemingly agreed that the work produced can be qualified as art. The blue ribbon went to John Leary, while Phil Payeur took second honors and John Leary captured third. In this special category Tom Cassavant and Kristen Leary won Honorable mention.

Student Sit-In Forces Trustees To Fund $$$

The trustees of Trinity College, Hartford, Conn. have agreed to fund a minimum of 15 scholarships for "qualified Negro students" seeking admission to Trinity.

The action was taken following a demonstration of some 200 students who literally took over the Williams Memorial Building on the Trinity campus, where the college's trustees were meeting.

The demonstration began at 2:30 p.m. April 23 and the trustees announced the scholarship program some 10 hours later. The trustees, during this time were detained in the building by the students.

Before the trustees announced their decision, they held a meeting with representatives of the Trinity Association of Negroes. The TAN-sponsored sit-in was composed of demonstrators who were, however, mostly white.

This action caused a sharp division in student opinion. Some 150 students marched outside the Williams Building, where the trustees were detained, and chanted, "Let them go!" to the TAN - organized demonstrators. Although feeling ran high, there was no physical violence.

After the Trustees' decision, Albert C. Jacobs, president of the college, said he was going to charge six demonstrators with "false imprisonment." Immediately after the president's announcement, 150 other demonstrators signed an agreement asking that they receive the same disciplinary treatment as the six accused.

The six accused demonstrators will be tried by a student disciplinary board.

Student Aid At Holy Cross

A scholarship drive to fund the first annual Martin Luther King Scholarship at the College of the Holy Cross has been initiated at the Worcester College.

Donations of ten dollars are being solicited of all students, faculty members and administrators.

The goal of the fund is $25,000. After the collection, the board plans to approach a foundation to obtain an equal sum.

The scholarship is designed to benefit economically deprived but academically qualified Negroes. At the Cross, a program for culturally deprived students of all races has already been established under different auspices.

English Department Acquires New Profs

Dr. John Doherty, Yale Ph.D., will join the English Department for the fall semester. Presently an assistant professor of English at R.P.I. in Troy New York, he is competent to teach either undergraduate or graduate linguistics.

Having studied earlier at the University of Vermont for his Masters, Dr. Doherty received his doctorate from Yale in 1961. Besides being a fluent speaker of French, it is thought that his competence in theoretical linguistics could give new direction to the Freshman English course.

Another new member of the English Department is Joanne Napoli. Miss Napoli also took her M.S. from the University of Vermont and is now acquiring credits from the University of Massachusetts toward her Doctorate. Among her impressive credentials outside of English is a good background in music. In addition to English, Miss Napoli speaks French, German and Italian.

John P. Reiss, now teaching at the University of Wisconsin, is also to join the English Department for the Fall Semester. Whereas his major field of study is Nineteenth century American Literature, he also has competence in Comparative Literature, with his emphasis being placed primarily on the novel.

At this time, he has completed his course credits towards his Ph.D. at the University of Wisconsin, and is expected to formally receive his degree in June.

Ehrich Lecture Keyed On Man's Differences

Robert Ehrich, Ph.D. of the Department of Anthropology of Brooklyn College, gave a talk on "Anthropology as a Social Discipline" Tuesday night.

He has spent some forty years in this field and has been in the Central European countries of Bohemia and Hungary. He does not feel that the social sciences are sciences, but are social disciplines and spoke of anthropology in this sense.

He said that anthropology had a twofold purpose for him. The work would be outside, and he would see the world at someone else's expense. "I like the work, and find it an enjoyable field."

Ehrich said the best way to begin was with a definition of the field: "Anthropology is the study of man and his works." There are two divisions of anthropology; these are the physical and cultural aspects of anthropology.

Physical anthropology, which is concerned with the biological aspects of man, brings up some important questions; among them are: what is a definition of man and, what is man like today?

In answer to the first question, Ehrich said that one definition of man says that man is descended from the great apes; the gorilla, chimpanzee, and orangatang. He said that this is not entirely true. that some form separated the forms of man and monkey. To the second question, Ehrich advised the audience to just look around them.

He then proceeded to spend a few minutes speaking about cultural anthropology. He discussed the racial differences of men in different parts of the world.

He said the Eskimos were small men and had less surface mass than do we. This keeps excess heat in their bodies.

Ehrich used the Mongoloids and North Italians as further examples of these racial differences. Mongoloids have dark skin and slanted cheeks for protection against the cold. "In Siberia, where the winter temperatures often sink to eighty degrees below zero, these protection factors are very important." He continued to say that the people of Northern Italy are blond haired and blue eyed and that the reason for this condition is the fact that they are descendants of the Lombards.

He concluded his talk by saying that anthropology overlaps the other social disciplines. "Anthropology has sort of infiltrated into our society."

EDITORIAL

Something Different

One of the favorite tunes on campus these days is "The Beat Goes On". It is interesting to note that this editorial page has also followed this same line of thinking. This year, of fifty-five editorials published, thirty-nine have been negative criticism and only sixteen have been positive.

This would imply that, as a college, we are standing still, that we are just barely carrying on at a somewhat static pace.

But, if we make any effort to 'look and see', only the ignorant can say that this college is assured of being 'without a prayer of success'. St. Michael's definitely is not 'standing still' - though it appears to at times.

For examples, let's look at the progress made in some offices this year.

The Office of Placement and Financial Aid, which is the only office on campus with interviews without appointments, has first-name contact with representatives of over 200 top flight businesses and industries. The pay range for Seniors who have already accepted jobs is between $6,500 and $9,200. Reputable businesses such as IBM, G.E., and American Tel. and Tel. pull in a large part of 'our product'.

Whereas Director Richard McDowell handles most of the theory, Ron Iverson has been carrying out the majority of the work load. This year alone, over 1500 committments for financial assistance have been processed for 850 students. This includes the certification and processing of State and Federal Programs, private non-profit organizations, the E.O.A., the National Defense Education grants, the Work-Study Program and the three different Loans from the Education Act of '65.

This extensive operation, including untold bookkeeping chores, has been accomplished since 1964, the date the office was initiated.

Then, there is the testing and counseling center, begun last fall by Rev. Joseph Hart., S.S.E. During his first year as Academic Dean, positive student action prompted a movement, at least in thought, toward the creation of such an office.

At that time, he decided to leave his position and, since his formal background is along these lines, he took over the job himself.

No teacher, parent or anyone else sends students there to work out academic, vocational or any other problems related to all aspects of adjustment to personal living. But the many who have used the facility, have found it a truly beneficial and a worthwhile addition to the campus.

It has realistically filled the vast need for counseling, and can only be thought of as a step forward.

For a third example, let's stretch our imaginations pass the obvious fact that the Library is an improvement and take a look at what the Library staff is trying to do.

Most easy to see is the experiment to operate the library parallel to student usage by keeping it open until 2 a.m. So far, it has failed, since only a handful use it after 11 p.m. But, it will continue as it is now into next year, if a need is shown.

More important, and impressive, is the present attempt by the Library Committee, headed up by Edward Pfeifer, Ph.D., to evaluate what we do have in relation to what our actual library needs are.

Available for next year will be eight millimeter viewers, in addition to more tape recorders for the study of plays, readings, etc.

Whereas in past years, the library has ordered almost all reading materials, this marks the first year that teachers have put in requests for particular books. The library staff is thus working toward more cooperation with each academic department and will only progress along these lines, as faculty and students desire them to.

Each of these offices also provide an education in themselves. Some, like the library, are obvious. Others, like the Placement Office, are not so obvious.

For example, the college student, in most cases, is for the first time learning how to handle his expenses. These sometimes run as high as $3,600. By the time he is a senior he has obtained a certain rapport in dealing with various aspects of looking for and choosing a career.

That the student is more than adequately being educated at St. Michael's can be easily pointed out from the amount of criticizing that he does. There is a great deal of good criticism which one hears every day about the education process here and the way it is run. This can only come from a more knowledgeable understanding of that educational process, which can only be derived from a good education.

'La belle chanson' that one sings is the world he sees. It is not too far-fetched to say that "This My Friends Is Only The Beginning" for St. Michael's.

This does not mean we are in any way complacent about St. Michael's or its future; rather, we are of the opinion that improvement is made by those who search for it. It is our hope that St. Michael's will never be lowered to a static existence, but recognize its better aspects and build its future consistent with those ideals.

W.J.H.

Letter To The Editor

To the Editor:

Thanks for your thoughtful remembrance of my "four score and ten" (Apr. 27 issue).

I began teaching in 1896. Then, as now, students and teachers solved together the problems of education.

Living with the youth kept me young.

Eugene Alliot, S.S.E.

A "Model" City On Our Doorstep . . .

By Robert Meade

Across the United States today the cities are confronted with serious problems that threaten their very existence - poverty, poor housing, lack of jobs, etc. Government officials have been appealing to the federal government for several years now in an attempt to get the financial wherewithal to deal with these pressing problems.

The Demonstration Cities and Metropolitan Development Act of 1966 was an attempt to come to grips with the problems. One of the cities chosen by the federal government as a demonstration city to be rehabilitated in large part by federal funds was Winooski.

Some time in 1965, a Demonstration City bill was discussed in Winooski. The city council and planning authority were interested in the possibilities such a bill would offer to the people of Winooski. In late 1966, the city planner went to New York to learn more about the bill.

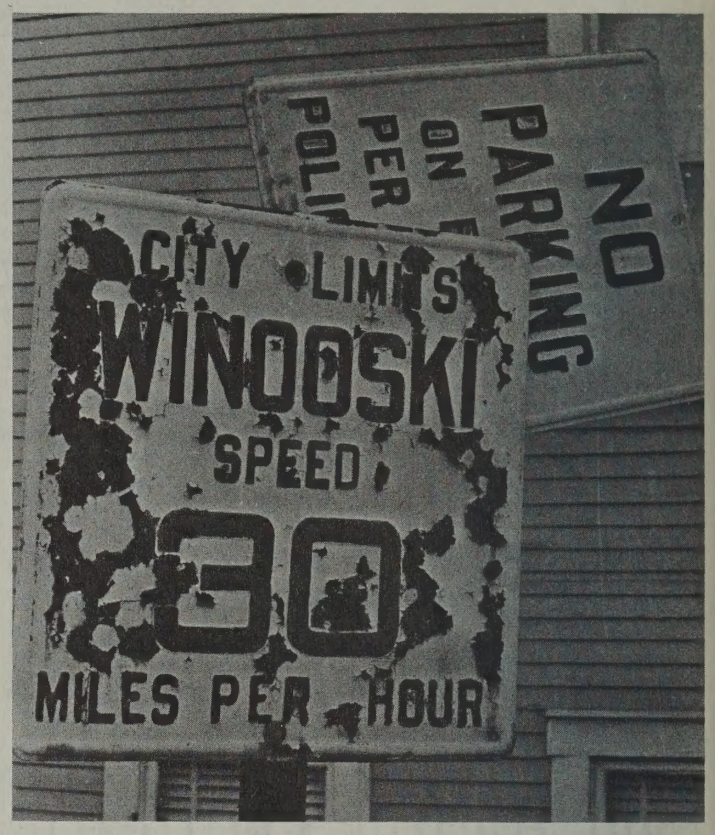
In Feb., 1967, a meeting was held with a group of city officials at which the working philosophy of the "Model Cities" program was explained. It was felt by those who attended that Winooski, though very small compared to thousands of cities across the country, could meet the requirements of the program. After some discussion with neighboring communities, Winooski decided to apply for the Model Cities program on its own.

In March of 1967, the mayor appointed a committee to organize the effort to get Winooski chosen a Model City. A Model City Center was opened to publicize Winooski's hopes.

There was a good deal of response. The committee and a group of interested citizens, after many long meetings, wrote an application for an initial federal grant to get the Winooski Model City project under way. In May the application was submitted.

The applications were evaluated on the basis of analysis of the community's problems, innovative concepts, ability to carry out

(Continued on Page 3)



Welcome to Winooski.

THE OBSERVER

The Gates Are Open

By Thomas F. Foley, Jr.

One can read much on the "Brain Drain" from England to the United States. Top professionals have been emmigrating from Britain for years now, in search of greener grass. As a result, Britain has witnessed a decline in its possibilities and a tailoring of the ability of its nation to progress.

A parallel, I think, can be drawn between this situation and one which, I feel, is ready to break at St. Michael's College.

Really, the problem is not a new one to this college, for over the years it has seen a constant state of flux exist in the faculty. Of course, all schools encounter changes in its teachers; this is to be expected. But, for the size of the faculty, one must admit that the leave taking is above normal.

Still, the problem does not exist solely, or, perhaps, even most importantly at the faculty level. Students, who for years have felt trapped, have found that this is not really so. For the average student, this is usually true, but, the good and excellent students do not have this handicap.

They are the ones a college really needs, yet, this year especially, these are the ones they stand to lose.

The questions, unpleasant as they might be, must be asked: what are the reasons behind the mass exodus of faculty and students; and, what can be done to allay this?

Why can't we keep a teacher longer? Basically, the answer is money. St. Michael's is a small liberal arts college that is privately controlled. The sources of revenue available to the public institution are almost impossible to come by. A professor with a family to support cannot sacrifice a better job in a more productive academic climate.

Now, what can be done? The student is certainly carrying the ball as far as the money goes. With costs next year of twenty five hundred dollars, we are rivaling the prices of the "Ivy League."

But, the "Ivies" offer something which we sorely need here, and that is a proper academic climate. A professor before a class of relatively passive and indifferent students cannot be expected to remain bored for long. His mind has been stimulated throughout his life, and the fat life at St. Michael's is not what he, or ourselves, for that matter, seeks.

The alumni of the college can and should be asked to do much more than they are now doing. It is impossible to believe that every grad is collecting garbage. We admit that work is being done in this area, and good work, but it is definitely not enough. More participation with their wallets would help to relieve this college of the serious money problems it has. Were this money channelled to the faculty, there would be fewer dropouts.

Finally, what has the administration done to keep the faculty on campus. It seems to do a wonderful job of procurring teachers, but even a better one of losing them. Financially, I am sure it is doing what it can with what it has to keep teachers. Perhaps, a little less rigidity and intimidation would also be helpful. A wider range of courses is certainly one of the answers, for with the few offered now, stagnation is unavoidable in some departments -- just compare this year's bulletin with previous years. It is unthinkable that with what we have for a faculty, some really great teachers, they can only teach the narrow courses listed in the catalogue.

The drain of students follows the same pattern. Scholarships are not easily available here, and such occurrences as the work-study program running out of money are not rare. Somehow, we have managed to survive so far, but this is at an end.

St. Michael's should immediately begin to curb the flow of its best. It only stands to lose if it does not.

While it may flout that each year its standards are raised, we are being bypassed. The top students of the Sophomore class are on their way out. Freshmen are disenchanted with the St. Michael's Plan, Juniors in resignation and Seniors only thinking about next year.

To stop this, two things must be accomplished. Students who are here must be retained, and new and better students must be actively sought and enticed into attendence.

Certainly, greater numbers of more varied courses are needed. In this advanced age, there is no psychology major. Sociology, much needed and sought, retains but one overworked teacher in the whole department. In philosophy, the field is held to but a small portion of the total philosophy of man. And, on and on it goes.

We can neither attract new or retain enrolled students at this rate.

What can and what will be done are two vastly different matters. But it is up to everyone in the St. Michael's family to try to end our "Brain Drain." It is time that the, "if you don't like it, leave," attitude left St. Michael's.

Weary Weatherbeaten Winooski Is Attempting A Rejuvenation

(Continued from Page 2)

the program, involvement of city officials and private citizens, population, and geography.

The target areas posed some very serious problems. Nearly a third of the one million families involved had an income of less than $3,000 a year; almost all earned less than the median income of the locality. One quarter lived in dilapidated, substandard housing. Unemployment was twice the national average. One third of the adults had less than an eighth grade education. The infant mortality rate was double that of the nation as a whole.

Finally, after a delay of several months, Robert Weaver, secretary of the department of Housing and Urban Development, announced on November 16, 1967 that 63 cities had been chosen to receive planning grants under the Model Cities program.

One of them was Winooski.

Under the initial phase of the program the 63 cities chosen were to share $11 million in planning. After studying and evaluating community problems and drawing up programs to deal with them, the cities would then share $300 million in supplemental funds in the first round of the program.

One might justifiably ask why a city as small as Winooski (Pikeville, Ky., population 5,000, was the only city chosen that was smaller), with problems much less serious than those of Central and East Harlem, South Bronx and many of the other cities, was chosen.

The fact is that Winooski reflects, on a small scale, of course, most of the major problems afflicting the American city today. Poor hoursing, lack of an adequate tax base, insufficient medical facilities, poor health, lack of quality education, and unemployment are problems that Winooski must face. They are all tied together in such a way as to create a vicious circle of deprivation.

Once a thriving mill town, Winooski now lacks any decent industrial base. As a result, people cannot get jobs, thus cannot afford good medical care and good education, cannot refurbish the town, and cannot pay the taxes with which the government might be able to deal with these problems.

While Chittenden County is booming, Winooski is going nowhere, said an official of the program. What Winooski needs, therefore, is a total program that will face up to the problems at hand and will attempt to alleviate them.

The Model Cities program is more than existing federal programs with a new approach; it is co-ordinated effort to solve a series of major problems.

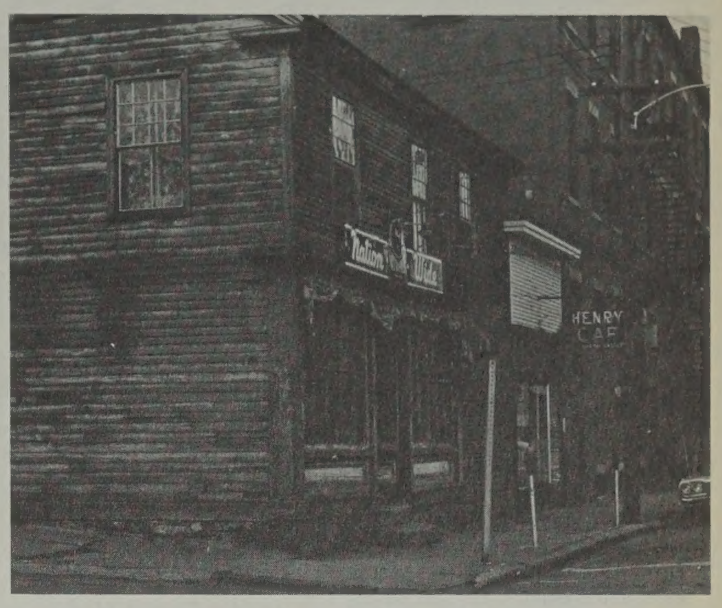
The program is divided into two phases: the planning phase, a period of one year, and the action phase, a period of five years. In the first phase, which is now beginning, Winooski will demonstrate its problems and then produce some innovations to tackle and solve them. The program is directed by the Model Cities Committee, composed of fifty to sixty members from all walks of life and all income levels.

A most important aspect of the program is citizen participation; in point of fact, it is mandated by the law that started the whole program. In order to put the future of Winooski entirely in the hands of Winooski residents, eight planning teams have been formed.

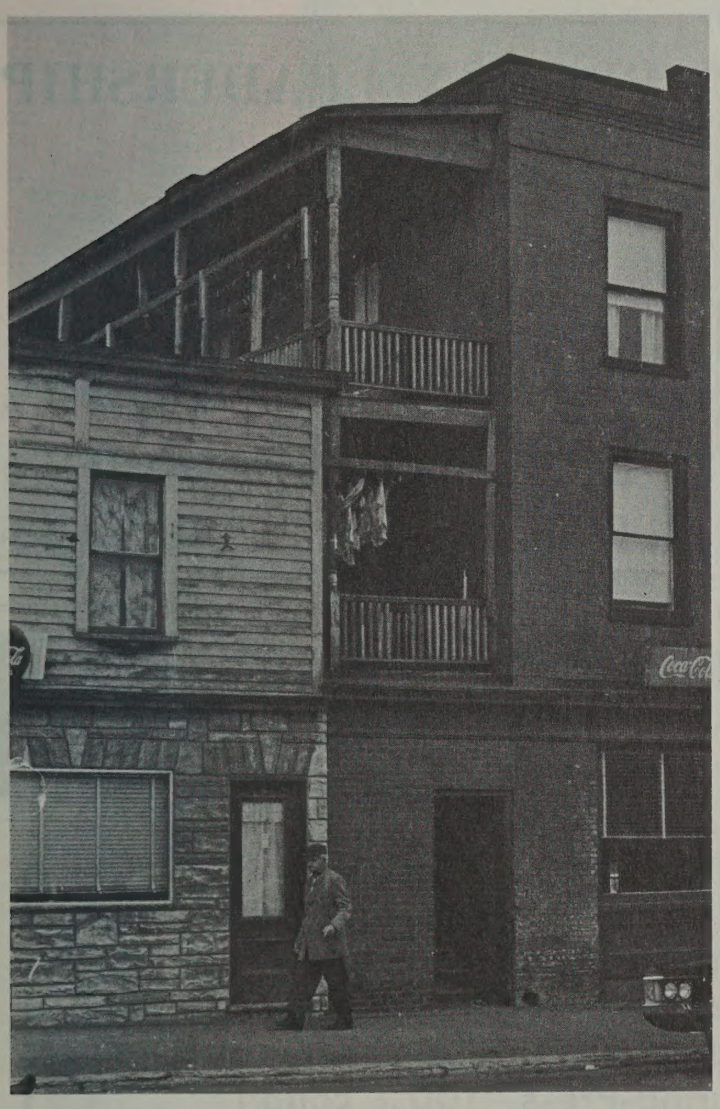
These teams are composed of members of the Model Cities Committee, professional people, city officials, and the people of Winooski. The eight teams work together to formulate plans for the development of Winooski. The final plans will be submitted to the Model Cities Committee. The Committee will then send them to the City Demonstration Agency, composed of the Mayor and the city council, which will send them to Washington for approval.

At present a social survey is being conducted by officials of the Winooski program to document statistically the problems the city faces. The planning teams are at work formulating plans that will make Winooski a revitalized thriving community.

It is now up to the people to get involved, together, to make Winooski a better place to live for everyone.

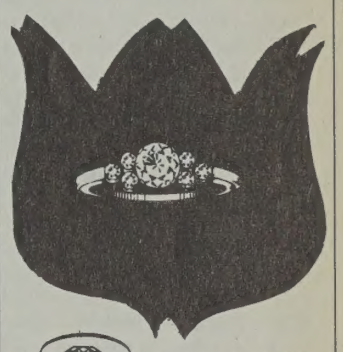


Dine and Dance.



A solitary, not very scenic, walk.

the 5C's of diamond value



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So what else is new. . .

Knights Keep Record

By Wayne Braeuer

St. Michael's College, seeking to snap an eleven game winless skein, dropped their third game of the season, this time at the hands of Clarkson University, 6-4.

The game was played with temperatures in the low forties and was plagued several times by sudden rain squalls. The inevitable spring storm came at an unfortunate time for the Knights. Playing conditions steadily worsened with the onset of the storm in the seventh inning. With the bases loaded and one gone in the bottom of the ninth, continued play became impossible and the game was called.

Steve Laperle, a fireballing Soph right-hander, opened the game for the Knights. His mound opponent was a stocky, hard-throwing southpaw, Mike Levitt.

The contest began on a sour note for the Knights as Clarkson tallied a run in the top of the first without the benefit of a hit. Center-fielder Keith Cook opened the game with a walk and moments later stole second. A wild pitch by Koch advanced him to third.

With two out he crossed the plate with the initial run when third-baseman Chris Fialkovich couldn't handle Levitt's slow chopper.

After being blanked for twenty straight innings, the Knights finally scored and tied the game on Kevin Reynolds single and a booming triple by Fialkovich. He got no further, however, as pitcher Laperle went down on strikes.

The tie proved short-lived as the visitors sent four runs across the plate in the fourth. Lead-off batter Tom Parmele, Clarkson's hulking, good-natured catcher, rocked a Laperle fastball to left for a basehit. SMC left-fielder Kevin Reynolds then put Laperle in a jam as he dropped Gary Gray's fly in short left-center.

Laperle then made a fine stop of Ed Rivers' comebacker and cut the lead runner down at third. The bases were loaded on Keith Cook's infield hit. Shortstop Russ Hall suddenly laced a 2-1 pitch down the rightfield line, clearing the bases. Hall continued around third and scored as the relay went wildly to the backstop.

Skip Pelletier hurls one in practice.

Trailing 6-1, the Knights scored three times, without the benefit of a hit, in the home seventh. As the rain began to fall with an increasing tempo, Clarkson's hurlers were unable to find the plate. The game began to reach comical proportions as Knight batters waited for free tickets around the diamond.

In the home ninth, Kevin Reynolds, Jeff Rogers, and Brian Heafey drew successive walks. At this point, nearly everyone was soaked, and understandably, tempers were frayed. SMC players and fans watched with unrestrained glee as Clarkson not-so-subtly pleaded the men in blue to notice the somewhat damp weather.

Finally, after pinch-hitter Joe Bisagnano struck-out and left the box with mud up to his knees, the game was called.

Club Football Practices

Spring practice for the Club Football team started last Monday. Approximately forty - five were present with many new freshman faces in the field.

Coach Art Coggio was pleased with the newcomers and the excellent spirit shown. The hard-hit dummys will be put away until the time when practice recommences a week before the first semester begins.

This Monday there will be an important meeting in Jemery Hall, Room 5 at 8 p.m. for all players and personnel connected with the team.

SPORTS

Knight Errors Catnip For Vermont Nine

By Bud Boucher

Saint Michael's baseball team dropped its four game in as many starts to the University of Vermont squad here Monday afternoon, 6-3. The game had been postponed from Sunday afternoon, for the simple reason that neither team thought it advantageous to play the game under water.

The game was another in the series of sparkling exhibitions of pitching and defensive proficiency on the part of SMC baseball. UVM was only able to garner eleven hits to the Knights three, and wouldn't have won if it weren't for four errors, each of which accounted for an unearned run.

The Knights scored their runs in the bottom of the first. With one out, Burns walked and went to second on a passed ball; an infield single by Meuhlberger, followed by Walsh being hit by a pitch and the bases were loaded. Hughes promptly hit into a fielder's choice, forcing Burns at the plate.

But the Knights were not to be denied. Three consecutive walks to Reynolds, Heafey, and Rogers produced that many runs and sent the University's Farrell to the shower.

The Catamounts scored one run in the second on consecutive doubles by Mazanec and Cannino and, although there was but one inning in which they didn't get a hit, were unable to score again until the seventh when they brought two runs across the plate to tie the score.

It was not until the ninth inning that the outcome was certain as three unearned were allowed to score, making the final score 6-3.

Laperle allowed eleven hits, and six runs. He struck out four, walked one, and was plagued by four errors in his losing effort.

Schneider and Farrell combined to give up three hits and three runs. They struck out seven and walked six. Schneider received credit for the win.

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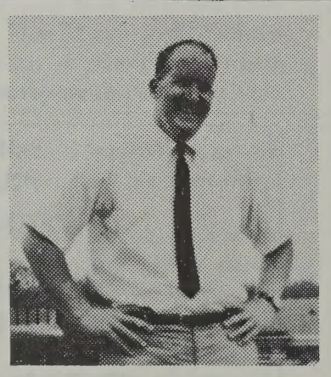

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